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ABSTRACT

The purpose of the study was to determine whether those persons employed in a secretarial-clerical office position in the Lakeshore District (Wisconsin) felt there was a need in their occupational cluster for a series of continuing educational offerings; and if there was a need, on what bases could Lakeshore Technical Institute best develop and implement a series of continuing educational courses to fulfill that need. Questionnaires were administered to 150 secretarial-clerical office employees in the Lakeshore District and 50 supervisory personnel with a response rate of 54.67% for the secretarial-clerical employees and 46% for the supervisors. Conclusions showed that (1) most secretarial-clerical office personnel are employed under an employment policy whereby they receive reimbursement for educational tuition, (2) secretarial-clerical office personnel are interested in taking additional courses in secretarial skills areas, (3) office employees and supervisors perceive the secretarial-clerical office worker as needing the same levels of competency, and (4) most secretarial-clerical office employees prefer to take course offerings on a grade basis leading to an associate degree. This report of the study presents a complete description of the study with emphasis placed on the findings and results. Recommendations and the measurement instruments are included. (SH)

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ED136039

FINAL REPORT

Project No. 11-029-151-226-D

SURVEY OF CONTINUING EDUCATION NEEDS FOR SECRETARIAL SCIENCE PERSONNEL WITHIN LAKESHORE DISTRICT

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by

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Cleveland, Wisconsin

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CHAPTER I

PROBLEM AND NEED

Statement of the problem. The purpose of this study was to determine the existing need, if any, for a series of continuing education courses for secretarial, clerical employees in the Lakeshore District.

This survey sought to determine the need for a series of continuing education courses for secretarial, clerical personnel employed in the Lakeshore District with regard to the following criteria:

1. The length of time worked in a secretarial office position.

2. The length of time employed in their present secretarial, clerical office position.

3. Whether or not their employer has an employment policy whereby they would receive reimbursement for tuition for successfully completing a course directly relating to their employment.

4. Whether or not, in their opinion, the implementation of such an employment policy would induce their working associates to continue formal training in their professional field.

5. Whether or not their employer has an employment policy whereby they would advance in salary by completing training related to their job that would qualify them for another job position.

6. Whether or not they had previously taken secretarial courses offered by Lakeshore Technical Institute.

7. On which basis they had previously taken secretarial courses offered by Lakeshore Technical Institute, full time or part time.

8. Whether or not they would be interested in taking additional courses in secretarial or office related instruction from Lakeshore Technical Institute.

To determine the basis for which those participants that would indicate an interest in additional secretarial or office related skills course offerings could best be served, they were asked to indicate their order of preference for the following:

9. The instructional location for course offerings.

10. The time of course offerings.

11. The length of course offerings.

12. The credit offering for courses.

13. The area of study and the competency level desired.

In addition, the survey sought to determine whether or not supervisors of office employees perceived a different need for secretarial or office related instruction than did employees. The survey also sought to determine whether or not industry would be willing to provide on-site instructional facilities for their employees. Determination of these needs was sought with regard to the following criteria:

1. Whether or not supervisors of office employees felt that a need existed for a sequential offering of secretarial skills courses for secretarial, clerical personnel employed in their firm.

2. Whether or not it would be convenient for their firm to host secretarial skills course offerings providing there is sufficient demand for a particular course.

3. Whether or not their firm would be willing to provide instructional facilities for secretarial skills course offerings.

4. Whether or not their firm retains in its employ a person who

is responsible for providing ancillary secretarial training.

5. If their firm does provide ancillary training for their secretarial, clerical office workers, how it is provided.

6. Whether or not their firm has an employment policy whereby office employees receive reimbursement for tuition for successfully completing a course of study relating directly to their employment.

7. Whether or not, in their opinion, they felt that the implementation of such a policy would assist in the development of more competent secretarial, clerical employees.

8. Whether or not their firm has an employment policy whereby office employees can advance in salary by completing training related to their job that would qualify them for another job position.

9. Job title (optional).

10. Firm name (optional).

11. The secretarial, clerical occupations related areas of study they considered to be of the greatest need for secretarial, clerical employees in their firm and the level of competency they felt was desired.

Need for the study. At the present time their is no planned sequential continuing education program for employees in Secretarial Science positions in the Lakeshore District. The extent and types of course offering needs for persons currently employed in secretarial jobs is not known. Statistics are needed in the district that would assist in the planning and implementation of a sequential continuing education program for persons employed in these positions. The types of persons for which such a program would be designed would include graduates of a post-high program, job outs of a post-high program, or non attenders of a post-high program.

CHAPTER II

PURPOSE AND OBJECTIVES

Purpose of the study. The purpose of this study was to determine whether or not those persons employed in a secretarial, clerical office position in the Lakeshore District felt there was a need in their occupational cluster for a series of continuing educational offerings. And if there indeed was a need, on what bases could Lakeshore Technical Institute best develop and implement a series of continuing educational courses to fulfill that need.

The study also sought to determine what difference, if any, exists in areas of study needed and to the level of competency desired between the employees that perform the secretarial, clerical tasks of an office and those persons in charge of supervising those employees.

Objectives of the study. The objectives of the study were as follows:

1. To determine needs in the Lakeshore District in regard to:
   a. The number of persons interested in a sequential offering of courses in secretarial skills and related knowledges.
   b. The type of courses these persons would be interested in.
   c. The sequential order in which these persons would prefer courses to be offered.
   d. Expected competencies to be incorporated in each of the sequential course offerings.
2. To develop guidelines for a delivery system for a sequential course offerings in regard to:

a. The length of each course in the offering.

b. The credit offering of the sequential courses.

c. The instructional location of the offerings.

d. The time that the sequential courses would be offered.

3. To construct a plan for offering a sequential program of continuing education in regard to:

a. The courses needed.

b. Sequencing and scheduling of courses.

c. Qualifications of instructors needed.

d. Facilities and equipment needed.

e. Costs involved.

CHAPTER III

METHODOLOGY AND PROCEDURES

I. METHODOLOGY

Method of study. The purpose of this study was to determine whether of not those persons employed in a secretarial, clerical office position in the Lakeshore District felt there was a need in their occupational cluster for a series of continuing educational offerings. And if there indeed was a need, on what bases could Lakeshore Technical Institute best develop and implement a series of continuing educational courses to fulfill that need.

The study also sought to determine what difference, if any, exists in areas of study needed and to the level of competency desired between the employees that perform the secretarial, clerical tasks of an office and those persons in charge of supervising those employees.

To obtain the information necessary for the completion of this survey, the writer used the survey method of research.

II. PROCEDURES

Cover letters. A cover letter was developed for both groups--secretarial, clerical office employees and supervisors of those employees--explaining the purpose of the study and requesting their assistance in completion of the study by returning the completed questionnaire. The preliminary draft of the cover letters was presented by the writer to the Curriculum Specialist at Lakeshore Technical Institute for suggestions and criticisms. A revised cover letter was then drafted

for both groups. A copy of the final form for both cover letters appears in Appendix A.

Questionnaires. Two questionnaires were developed to gather objective data to determine the purpose of the study. The preliminary draft of each of the questionnaires was presented to the Curriculum Specialist at Lakeshore Technical Institute for suggestions and criticism. Revised questionnaires were then designed by the writer. A copy of the questionnaire for the secretarial, clerical workers appears in Appendix B and a copy of the questionnaire for the supervisors appears in Appendix C.

Distribution of the instrument. Questionnaires for both groups were distributed through personal visitation to businesses by the writer. It was felt that through this method of distribution the return would be increased and expedited. Included in this distribution was a cover letter, a questionnaire, and a postage-paid return envelope. Additional questionnaires were mailed to supervisors of secretarial, clerical office employees throughout the district. Supervisors contacted by visitation were asked to distribute the employee questionnaires to their employees. They were provided the number of questionnaires they felt they would be able to distribute. A list of the firms distributing employee questionnaires and the number of questionnaires appears in Appendix D. A complete list of the supervisors contacted, either by visitation or mailing, appears in Appendix E.

Tabulation of results. The information received from the questionnaires was examined and hand tabulated in columnar form. Questions that asked for an order of preference or a competency level desired were calculated by the application of the weighted average technique. Questions pertaining to an order of preference were assigned a higher

weight value for first preference with lower weight values for a less preferred choice. Levels of competency were assigned decreasing weight values as the level of competency decreased.

CHAPTER IV

FINDINGS AND RESULTS

The questionnaires used to obtain the data for this study was distributed through supervisory personnel to one hundred fifty secretarial, clerical office employees in the Lakeshore District. Eighty-two employees, or 54.67 per cent, responded with usable returns.

Additional data for the study was obtained from the questionnaires distrubuted to the supervisors of secretarial, clerical office employees Fifty questionnaires were distributed to these supervisory personnel. either through personal visitation or mailing. Of these fifty questionnaires, twenty-three were returned, a return of forty-six per cent. Three of the supervisory returns, however, were deemed unusable for the question dealing with areas of study needed and the competency level desired.

The responses obtained from these returned questionnaires were the basis for this report.

1 The responses to the questionnaires were tabulated and organized under three headings: employee responses, supervisory responses, and additional data.

I. EMPLOYEE RESPONSES

Approximate length of time in a secretarial office position. Table I presents the approximate length of time the respondents to the questionnaire have worked in a secretarial position.

TABLE I

APPROXIMATE LENGTH OF TIME IN A SECRETARIAL OFFICE POSITION

Approximate years	Number	Per Cent
0 - 3 years	22	26.8
4 - 6 years	19	23.2
7 - 9 years	11	13.4
10 -12 years	10	12.2
over 12 years	19	23.2
No response	1	1.2
Total	82	100.0

Table I indicates that of the eighty two secretarial, clerical employees responding, 22 or 26.8 per cent, have been employed in a secretarial office position less than four years.

Approximate length of time in their present secretarial office position. Table II presents the approximate length of time respondents have been employed in their present secretarial, clerical office position.

TABLE II

APPROXIMATE LENGTH OF TIME IN THEIR PRESENT SECRETARIAL OFFICE POSITION

Approximate years	Number	Per Cent
0 - 3 years	45	54.9
4 - 6 years	17	20.7
7 - 9 years	9	11.0
10 -12 years	6	7.3
over 12 years	5	6.1
No response	0	.0
Total	82	100.0

Table II indicates that of the eighty two secretarial, clerical employees responding, forty five or 54.9 per cent, have been employed in their present secretarial office position for three years or less. It should also be noted that the number of respondents decreases as the approximate length of service in years increases.

Employment policy for reimbursement of tuition. Of the eighty two respondents, fifty nine, or 72 per cent, indicated that their employer has an employment policy whereby they would receive reimbursement for tuition for successfully completing a course directly relating to their employment. Twenty one, or 25.6 per cent indicated that their employer did not have such a policy and two, or 2.4 per cent, offered no response.

Opinion on the implementation of an employment policy for reimbursement of tuition. When asked for an opinion as to whether or not the respondents thought the implementation of an employment policy would induce their working associates to continue formal training in their professional field sixty three of the eighty two, or 76.8 per cent responded yes. Ten, or 12.2 per cent, responded no. Nine, or 11.0 per cent, offered no opinion.

Employment policy for advance in salary for completing job related training. Of the eighty two respondents, thirty two, or 39.0 per cent indicated that their employer has an employment policy whereby they can advance in salary by completing training related to their job that would qualify them for another job position. Thirty nine, or 47.6 per cent, indicated that their employer did not have such a policy and eleven, or 13.4 per cent, did not respond to the question.

Previous attendance at Lakeshore Technical Institute in secrerarial courses. Of the eighty two responses, thirty four, or 41.5 per cent indicated that they had previously taken secretarial courses from Lakeshore Technical Institute. Forty eight, or 58.5 per cent of the respondents, indicated that they had not previously taken secretarial courses from Lakeshore Technical Institute. All of the respondents answered the question with a yes or no response.

Basis for previous attendance at Lakeshore Technical Institute. Of the thirty four respondents that indicated that they had previously taken secretarial courses from Lakeshore Technical Institute, twelve, or 14.6 per cent of the total responses, indicated that they had done so on a full time basis. Twenty two, or 26.8 per cent of the total reponses, indicated that they had done so on a part time basis.

Interest in taking additional courses in secretarial or office related instruction from Lakeshore Technical Institute. Of the eighty two respondents, fifty nine, or 72.0 per cent, indicated that they would be interested in taking additional courses in secretarial or office related instruction from Lakeshore Technical Institute. Twenty three of the eighty two respondents, or 28.0 per cent, indicated that they would not be interested in taking additional office related courses of instruction from Lakeshore Technical Institute.

The remaining questions asked of the employee group involved indicating their order of preference or the area of study preferred with the level of competency desired. These questions applied only to those respondents indicating an interest in taking additional courses of office related instruction form Lakeshore Technical Institute. It is these questions that the weighted average technique mentioned in

Chapter III, tabulation of results, has been applied.

The instructional location of course offerings preferred.

Table III presents the instructional location of course offerings preferred by the respondents. The instructional location chosen as first preference by the respondent was given a weight value of four (4), second preference three (3) etc. If a respondent indicated less preferences than there were choices available, they were tabulated as "no responses". No responses were assigned a zero (0) weighted value. The number of responses were then multiplied by the individual weight values, the weight values were then totaled for each question response, and divided by the total number of responses to yield the average weighted value. The reader should note that the responses used here totals fifty nine, the number of respondents indicating an interest in taking additional secretarial courses from Lakeshore Technical Institute.

TABLE III

PREFERENCE OF INSTRUCTIONAL LOCATIONS

Order of Preference	Lakeshore Technical Institute	Place of Employment	Employer in area	Public Facility in area
1	18	22	3	16
2	9	14	10	22
3	13	13	14	15
4	16	8	28	3
No Response	3	2	4	3
Total	59	59	59	59
Average Weighted Value	2.39	2.78	1.66	2.76

Table III indicates that by applying the weighted average technique to the responses for the preference of instructional locations

that the preference of instructional locations is (1) the respondents place of employment, (2) a public facility in the area in which the respondents live, (3) Lakeshore Technical Institute, and (4) an employer in the area in which the respondent lives.

The time of course offerings preferred. Table IV presents the time of course offerings preferred by the respondents.

TABLE IV

TIME OF COURSE OFFERINGS PREFERRED

Order of Preference	Saturday a.m.	Saturday p.m.	Twilight Classes 5 - 8 o'clock	Evenings between 6 and 10
1	7	2	16	33
2	1	2	12	14
3	19	6	3	0
4	6	19	2	2
No response	26	30	26	10
Total	59	59	59	59
Average Weighted Value	1.27	.76	1.83	2.98

Table IV indicates that the time for course offerings preferred by the respondents is (1) in the evenings between 6 and 10, (2) twilight classes between the hours of 5 - 8 o'clock, (3) Saturday a.m., and (4) Saturday p.m. The reader should also note the drop off of interest between the choice of first preference and last preference.

The length of course offerings preferred. Table V presents the length of course offerings preferred by the respondents.

TABLE V

LENGTH OF COURSE OFFERINGS PREFERRED

Order of Preference	Six Weeks	Twelve Weeks	Eighteen Weeks	Workshops or Seminars
1	26	19	2	11
2	9	7	4	10
3	6	13	4	4
4	1	0	18	8
No response	17	20	31	26
Total	59	59	59	59
Average Weighted Value	2.44	2.08	.78	1.53

Table V indicates that the length of course offerings preferred by the respondents is (1) six weeks, (2) twelve weeks, (3) on a workshop or seminar basis, and (4) eighteen weeks. The drop off of preference to the traditional eighteen week semester course offerings should also be noted.

Course credit offerings preferred. Table VI presents the credit offerings preferred by the respondents.

TABLE VI

COURSE CREDIT OFFERINGS PREFERRED

Order of Preference	Grade basis leading to Associate Degree	Grade basis not leading to Associate Degree	Audit Basis
1	35	4	18
2	6	13	7
3	5	10	11
No response	13	32	23
Total	59	59	59
Average Weighted Value	2.07	.81	1.34

Table VI indicates that the course credit offerings preferred by the respondents is (1) on a grade basis leading to an associate degree, (2) on an audit basis, and (3) on a grade basis not leading to an associate degree. It should be noted, however, that the large number of no responses to the second and third choices available could significantly have changed the order of preference.

Areas of study preferred and the level of competency desired. Table VII presents the areas of study preferred and the level of competency desired by the respondents.

TABLE VII

AREAS OF STUDY PREFERRED AND THE LEVEL OF COMPETENCY DESIRED

Area of Study	Level of Competency: Number of Responses				
	None	Introductory	Some Skill	Mastery Level	Average Weighted Value
Introduction to Typewriting	34	3	2	20	2.14
Intermediate Typewriting	32	1	7	19	2.22
Typewriting III	21	2	7	29	2.75
Executive Typewriting	21	5	11	22	2.58
Statistical Typing	20	6	22	11	2.41
Proofreading	16	6	15	22	2.73
Typing from rough draft	21	5	9	24	2.61
Numerical Typing	19	6	24	10	2.42
Shorthand I	26	8	8	17	2.27
Shorthand II	28	5	10	16	2.24
Shorthand Speed Development	18	8	9	24	2.66
Transcription Skills	17	6	16	20	2.66
Machine Shorthand	33	9	12	5	1.81
Dictation	24	7	9	19	2.39
Duplicating Techniques	24	10	19	6	2.06
Machine Calculations	17	11	20	11	2.56
Records Management/Filing	12	5	20	22	2.88
Office Prodedures & Practices	14	6	14	25	2.85
Word Processing					
Practices & Procedures	12	11	16	20	2.75
Equipment	17	11	20	11	2.42
Trends of	20	7	22	10	2.37

TABLE VII CONTINUED

Certified Professional Secretary training/review	25	9	8	17	2.29
Business Law	17	13	16	13	2.42
Supervision	16	14	20	19	3.05
Accounting	20	11	18	10	2.31
Business Math	16	10	20	13	2.51
Interpersonal Relationships	13	8	16	22	2.80
Communications					
Verbal	10	3	11	35	3.20
Written	10	2	13	34	3.20
Listening	10	5	11	33	3.14

Table VII indicates by a decreasing average weighted value those levels of competency preferred by the respondents. Areas of study desired by the respondents is indicated in the four columns identifying the four various levels of competency. Wherever a respondent left a blank, it was interpreted and tabulated as no competency or instruction desired. In several cases respondents did not indicate a level of competency for Introduction to Typewriting or Intermediate Typewriting but would indicate the mastery level for Typewriting III and Executive Typewriting. Other respondents apparently only responded in terms of their present jobs without looking to future advancements.

It should be noted, however, the number of respondents that indicated some skill or mastery level of competency for all areas of study.

II. SUPERVISORY RESPONSES

Need for a sequential offering of secretarial skills courses for secretarial, clerical personnel employed in your firm. Of the twenty three questionnaires returned form supervisory personnel, sixteen or 69.6 per cent, indicated that there was a need for a sequential offering of secretarial skills courses for secretarial, clerical personnel employed in their firm. Six, or 26.1 per cent, indicated that there was not a need for such an offering and one, representing 4.3 per cent of the return, offered no response.

Would it be convenient for your firm to host secretarial skills course offerings providing there is sufficient demand for a particular course? Nine of the twenty three returned questionnaires, 39.1 per cent indicated that it would be convenient for their firm to host secretarial skills course offerings providing there would be sufficient

demand for a particular course. Thirteen of the respondents, 56.5 per cent, indicated that it would not be convenient for their firms to host secretarial skills course offerings. One respondent representing 4.3 per cent of the return offered no response.

Would your firm be willing to provide instructional facilities for secretarial skills course offerings? Six of the respondents, 26.1 per cent of the return, indicated that they felt their firm would be willing to provide instructional facilities for secretarial skills course offerings. Fifteen of the respondents, 65.2 per cent, felt their firms would not be willing to provide instructional facilities. Two respondents representing 8.7 per cent offered no response.

Does your firm employ a person who is responsible for providing ancillary secretarial training? Of the twenty three questionnaires returned, four or 17.4 per cent, indicated that their firms retain in their employ a person who is responsible for providing ancillary secretarial training. Seventeen, 73.9 per cent, replied that their firm does not employ a person to provide ancillary secretarial training. Two respondents representing 8.7 per cent of the return offered no response.

If firm does provide ancillary training for their secretarial, clerical personnel, how is it provided. Two of the returned questionnaires, 8.7 per cent, indicated that ancillary training for their secretarial, clerical personnel is provided for by factory representatives, etc. Three, 13.0 per cent, indicated that ancillary training is provided by company sponsored training sessions. Six, 26.1 per cent, indicated that they do not provide ancillary training of their secretarial, clerical personnel. Three, 13.0 per cent, indicated that

ancillary training was provided by other sources than listed. Included in this response was one indicating Lakeshore Technical Institute as a source of ancillary training for their personnel. Eleven, 47.8 per cent of the respondents, offered no response to the question.

Employment policy whereby office employees receive reimbursement for tuition for successfully completing a course of study relating directly to their employment. Seventeen of the returned questionnaires, 73.9 per cent, indicated that their firm has an employment policy whereby office employees receive reimbursement for tuition for successfully completing a course of study relating directly to their employment. Five, 21.7 per cent of the return, indicated that their firm does not have such a policy. One return, 4.3 per cent, offered no response.

It should be noted that these percentages compare very closely with those of the secretarial, clerical employee group for the same question.

Opinion on the implementation of an employment policy for reimbursement of tuition. Thirteen of the twenty three responses, 56.5 per cent indicated that they felt the implementation of such a policy would assist in the development of more competent secretarial, clerical employees. Five, 21.7 per cent of the return, did not feel that the implementation of such a policy would assist in the development of more competent secretarial, clerical employees. Five, 21.7 per cent, offered no opinion to the question.

Employment policy for advance in salary for completing job related training for office employees. Fourteen, 60.9 per cent of the questionnaires returned, indicated that their firm has an employment

policy whereby office employees can advance in salary by completing training related to their job that would qualify them for another job position. Eight, 34.8 per cent, indicated that their firm did not have such a policy. One respondent, 4.3 per cent, did not offer a response to the question.

Areas of study needed and the level of competency desired. Table VIII presents the areas of study needed and the level of competency desired by the respondents in the supervisory group.

TABLE VIII

AREAS OF STUDY NEEDED AND THE LEVEL OF COMPETENCY DESIRED

Area of Study	Level of Competency Number of Responses None	Introductory	Some Skill	Mastery Level	Average Weighted Value
Introduction to Typewriting	11	1	1	7	2.20
Intermediate Typewriting	8	1	6	5	2.40
Typewriting III	4	4	3	9	2.85
Executive Typewriting	5	2	4	9	2.85
Statistical Typing	3	1	9	7	3.00
Proofreading	2	1	7	10	3.25
Typing from rough draft	1	2	11	6	3.10
Numerical typing	3	2	8	7	2.95
Shorthand I	9	2	6	3	2.15
Shorthand II	9	1	5	5	2.25
Shorthand Speed Development	8	2	5	5	2.11
Transcription Skills	10	1	3	6	2.00
Machine Shorthand	12	0	8	0	1.80
Dictation	5	1	8	6	2.75
Duplicating Techniques	2	8	9	1	2.45
Machine Calculations	3	3	13	1	2.60
Records Management/Filing	1	4	11	4	2.90
Office Procedures & Practices	3	3	9	5	2.80
Word Processing					
Practices & Procedures	5	5	6	4	2.45
Equipment	7	4	7	2	2.20
Trends of	7	6	6	1	2.05

TABLE VIII CONTINUED

Certified Professional Secretary training/review	12	3	4	1	1.70
Business Law	9	5	5	1	1.90
Supervision	7	4	7	2	2.20
Accounting	2	6	8	4	2.70
Business Math	2	6	8	4	2.70
Interpersonal Relationships	4	4	5	7	2.75
Communications					
Verbal	1	2	10	7	3.15
Written	1	2	9	8	3.20
Listening	1	2	9	8	3.20

Table VIII indicates by a decreasing average weighted value those levels of competency as being desired by supervisors of secretarial, clerical office employees. Areas of instruction that supervisors considered to be of greatest need for secretarial, clerical employees in their firm are indicated in the four columns for level of competency. Wherever a respondent left a blank for the area of study, it was interpreted and tabulated as an area of study not needed.

The reader should note and compare the areas of study needed and the competency level desired as indicated by the responding supervisors.

Table IX provides a comparison of the average weighted values for levels of competency between the secretarial, clerical employees and the supervisors of secretarial, clerical employees. Also indicated is the difference, if any, between the average weighted values of the two groups.

TABLE IX

COMPARISON OF THE AVERAGE WEIGHTED VALUES FOR LEVELS OF COMPETENCY

Area of Study	Employees	Supervisors	Difference (E - S = D)
Introduction to Typewriting	2.14	2.20	-0.06
Intermediate Typewriting	2.22	2.40	-0.18
Typewriting III	2.75	2.85	-0.10
Executive Typewriting	2.58	2.85	-0.27
Statistical Typing	2.41	3.00	-0.59
Proofreading	2.73	3.25	-0.52
Typing from rough draft	2.61	3.10	-0.49
Numerical typing	2.42	2.95	-0.53
Shorthand I	2.27	2.15	+0.12
Shorthand II	2.24	2.25	-0.01
Shorthand Speed Development	2.66	2.35	+0.31
Transcription Skills	2.66	2.25	+0.41
Machine Shorthand	1.81	1.80	+0.01
Dictation	2.39	2.75	-0.36
Duplicating Techniques	2.12	2.45	-0.33
Machine Calculations	2.42	2.60	-0.18
Records Management/Filing	2.88	2.90	-0.02
Office Procedures & Practices	2.85	2.80	+0.05
Word Processing			
Practices & Procedures	2.75	2.45	+0.30
Equipment	2.42	2.20	+0.22
Trends of	2.37	2.05	+0.32
Certified Professional Secretary training/review	2.29	1.70	+0.59
Business Law	2.42	1.90	+0.52
Supervision	3.05	2.20	+0.85
Accounting	2.31	2.70	-0.39
Business Math	2.51	2.70	-0.19
Interpersonal Relationships	2.80	2.75	+0.05
Communications			
Verbal	3.20	3.15	+0.05
Written	3.20	3.20	.00
Listening	3.14	3.20	-0.06

It should be noted in Table IX that there is little difference between the average weighted value for levels of competency desired in areas of instruction between the secretarial, clerical employee group and the supervisors of secretarial, clerical employees.

III. ADDITIONAL DATA

In addition to the questions on both questionnaires asking for specific responses, a space for general comments was provided. The following is a report of the comments received from secretarial, clerical office employees and supervisors of secretarial, clerical office employees.

Secretarial, clerical office employees. The following are summarized statements from the general comments received from the secretarial, clerical office employee group.

1. Interested in taking a general business course - psychology to be used in office - understanding of marketing procedures - some general business math - expanded from the full-time program offering.

2. Would like very much to take a supervision course in the evening.

3. Would like to take punctuation and English grammar to a "mastery" level. Initiation of a course on "Learning to Dictate Proplerly".

4. Career exploration in the secretarial profession.

5. More emphasis in use of punctuation and grammar.

6. An extensive course that combined a variety of courses for the secretary who wishes to brush up and improve the skills she has. Not enough emphasis is placed in areas of communication in the educating of secretaries.

7. Develop techniques in managerial assistance. You might receive favorable response to specific seminars on the most popular courses if held during 2 or 3 weekdays and the employers would allow

employees to attend without deducting the time from their salaries and also pay the tuition fee.

8. Public speaking.

9. I would be very interested in getting some secretarial courses this year as I started working on my associate degree in Secretarial Science two years ago. However, I had some bad experiencies driving out to Cleveland (one speeding ticket and two snow storms) and I don't think I will continue if I have to drive that far.

10. Courses pertaining to credit work analysis. Difference between sales and financial letters, phone communication--all for manufacturing companies. Also legal problems.

11. Speed writing and Bookkeeping I.

12. Skills can then be developed further through job experience, if the person is willing to work at it. Very few areas are mastered during education alone.

13. I think the most important and helpful field of learning would be communications.

14. Personal grooming.

15. Update on writing business letters. Simplified filing system with cross referencing.

16. Economics, Income Tax Preparation, dress and appearance at the office. A program set up at place of employment, in cooperation with employer would be most beneficial, especially for young girls with little secretarial training or experience.

17. Include in some course material of value to a Legal secretary.

18. Business grammar, capitalization, punctuation, sentence structure, etc. Business letter writing.

19. Personal development; such as, grooming, makeup, how to dress, proper office conduct, etc. I think it would be just great to have classes in local areas.

20. Medical terminology, anatomy and physiology, and medical transcription from machines.

Supervisors of secretarial, clerical office employees. The following are summarized statements from the general comments received from the supervisors of secretarial, clerical office employees.

1. Spelling and grammar are very important.

2. On occasion we have need for immediate entry into our executive secretarial staff. On those occasions the individual must have proven existing skills. Otherwise we are able to pretty well train people for additional responsibilities.

3. Since the Sheboygan facility is closing permanently on August 31, 1976, we feel our response to this questionnaire would serve no useful purpose. We commend you, however, for your efforts in updating your curriculum to meet the needs of the business community.

4. Grammar skills--spelling, punctuation, rules of grammar.

5. Please!! We don't need to spend more of the taxpayers money on this. Industry can and does do a better job than you could. Stop trying to create more teaching jobs that are unnecessary.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

The following conclusions were drawn from the data obtained from the questionnaires distributed to the secretarial, clerical office employees and the supervisors of secretarial, clerical office employees.

1. Secretarial, clerical office personnel in the Lakeshore District are employed a relatively short period of time in any one secretarial office position.

2. Most secretarial, clerical office personnel in the Lakeshore District are employed under an employment policy whereby they receive reimbursement for educational tuition.

3. Secretarial, clerical office personnel are interested in taking additional courses of instruction in secretarial skills areas from Lakashore Technical Institute.

4. The instructional location of courses preferred would be at the employee's place of employment. However, other preferences warrant consideration.

5. Most of the secretarial, clerical office personnel prefer to take courses offered in the evenings between the hours of six and ten.

6. Secretarial, clerical office workers in the Lakeshore District prefer courses of a short duration as opposed to the traditional eighteen week semester courses.

7. Most of the secretarial, clerical office employees prefer to take course offerings on a grade basis leading to an Associate Degree.

8. Office employees and supervisors perceive the secretarial, clerical office worker as needing the same levels of competency.

9. The Lakeshore District could expect cooperation from industry for providing on-site instructional facilities.

10. Lakeshore Technical Institute should be the primary source for providing ancillary secretarial training for local industry.

II. RECOMMENDATIONS

The following recommendations are made on the basis of the findings and conclusions of this study:

1. The Secretarial Science Curriculum Committee at Lakeshore Technical Institute should investigate methods for dividing their curriculum into shorter courses to accommodate employed secretarial, clerical office employees in receiving an Associate Degree.

2. A course offering plan should be devised to offer Secretarial Science courses on and off campus that would lead to an Associate Degree.

3. The Lakeshore District should develop a fee schedule whereby an employing firm could have a class held for fewer students in need of training, providing a minimum fee is paid for the class.

4. Additional studies should be conducted to determine if alternate forms of delivery of education are feasible within the district, i.e. correspondence courses.

5. Shorter term courses should be developed that lead to partial fulfillment of an Associate Degree and offered as twilight classes.

6. Completion and developments from the five previous recommendations should be communicated to district employers through a direct mailing to personnel managers.

APPENDICES

APPENDIX A

August 6, 1976

Dear Secretarial, Clerical Employee

The enclosed questionnaire has been distributed to a small number of secretarial and clerical office employees in the Vocational, Technical and Adult Education District No. 11. You, as a secretarial, clerical office employee, have been selected as one of that small number to represent your profession by responding and returning the enclosed questionnaire.

The purpose of this survey is to determine whether or not there is a need in the secretarial profession for a series of continuing education courses. If there is, the data you provide will assist us in developing those courses at a time and place of your convenience.

I realize that you are probably very busy during this the summer season, but only you can provide reliable information to make this survey worthwhile and meaningful to the secretarial profession. Won't you please complete the enclosed questionnaire and return it in the postage-paid envelope included for your convenience today?

As you can see, the questionnaire is not coded in any way. Your responses, therefore, are strictly confidential and you will not receive a follow-up mailing. Give five minutes to your profession now--complete the questionnaire and return it to me. Thank you.

Sincerely

J. Curt Sharp

J. Curt Sharp
Secretarial Science Instructor
Lakeshore Technical Institute

Enclosures 2

August 6, 1976

Attention Supervisor of Secretarial, Clerical Personnel

The enclosed questionnaire has been distributed to a small number of randomly selected supervisors of secretarial, clerical office personnel in the Vocational, Technical and Adult Education District No. 11. You, as one of those supervisors, have been selected to receive this questionnaire and hopefully, to respond to it.

The purpose of this survey is to determine whether or not there is a need in the secretarial, clerical area for a series of continuing education courses. If there is, the data you provide will assist us in developing and implementing such courses into our curriculum.

I realize that you are probably very busy during this the summer season, but only you can provide reliable information to make this survey worthwhile and meaningful. Won't you please complete the enclosed questionnaire and return it in the postage-paid envelope included for your convenience today?

As you can see, the questionnaire is not coded in any way. Your responses, therefore, are strictly confidential and you will not receive a follow-up mailing. May I receive your response soon? Thank you.

Sincerely

J. Curt Sharp

J. Curt Sharp
Secretarial Science Instructor
Lakeshore Technical Institute

Enclosures 2

APPENDIX B

DIRECTIONS: Please place an "X" in the space preceding the response of your choice.

1. How long have you worked in a secretarial office position?
   ( ) 0 - 3 years
   ( ) 4 - 6 years
   ( ) 7 - 9 years
   ( ) 10 -12 years
   ( ) over 12 years

2. How long have you been employed in your present secretarial, clerical office position?
   ( ) 0 - 3 years
   ( ) 4 - 6 years
   ( ) 7 - 9 years
   ( ) 10 -12 years
   ( ) over 12 years

3. Does your employer have an employment policy whereby you would receive reimbursement for tuition for successfully completing a course directly relating to your employment?
   ( ) Yes
   ( ) No

4. In your opinion, would the implementation of such an employment policy induce your working associates to continue formal training in their professional field?
   ( ) Yes
   ( ) No

5. Does your employer have an employment policy whereby you can advance in salary by completing training related to your job that would qualify you for another job position?
   ( ) Yes
   ( ) No

6. Have you previously taken secretarial courses offered by Lakeshore Technical Institute?
   ( ) Yes
   ( ) No

7. If your response to the previous question was yes, did you attend
   ( ) Full time
   ( ) Part time

8. Would you be interested in taking additional courses in secretarial or office related instruction from Lakeshore Technical Institute?
   ( ) Yes
   ( ) No

If your response to Question No. 8 was yes, please indicate your order of preference to the following questions. One (1) representing most preferred, two (2), three (3) etc. to the least preferred.

9. The instructional location of course offerings preferred would be
   ( ) Lakeshore Technical Institute
   ( ) Place of employment
   ( ) An employer in the area in which I live
   ( ) A public facility in the area in which I live

10. The time of course offerings preferred would be
    ( ) Saturday a.m.
    ( ) Saturday p.m.
    ( ) Twilight classes (5 - 8 o'clock weekdays)
    ( ) Evenings (between the hours of 6 and 10)

11. The length of course offerings preferred would be
    ( ) Six weeks (Classes normally meet once per week)
    ( ) Twelve weeks " " " " " "
    ( ) Eighteen weeks " " " " " "
    ( ) Workshops or seminars (Usually one or two meetings per topic)

12. The credit offering preferred for courses would be
    ( ) On a grade basis for credit leading to an Associate degree
    ( ) On a grade basis for credit not leading to an Associate degree
    ( ) On an audit basis (Course requirements to be met but no grade given)

13. From the following list of secretarial and office occupations related areas of study, indicate those areas of personal preference by placing an "X" in the box after the area of study that best describes the level of competency desired. If you feel that an area of study is not needed, place an "X" in the column entitled "None". (See Example given)

AREA OF STUDY	LEVEL OF COMPETENCY			
	None	Introductory	Some Skill	Mastery Level
EXAMPLE: Math (adding 2+2)				X
Typewriting:				
Introduction to Typewriting				
Intermediate Typewriting				
Typewriting III				
Executive Typewriting				
Statistical Typing				
Proofreading				
Typing from rough draft				
Numerical Typing				
Shorthand:				
Shorthand I				
Shorthand II				
Shorthand Speed Development				
Transcription Skills				
Machine Shorthand				
Dictation				
Duplicating Techniques				
Machine Calculations				
Records Management/Filing				
Office Procedures & Practices				
Word Processing:				
Practices & Procedures				
Equipment				
Trends of				

(Question 13 continued)

Certified Professional Secretary training/review				
Business Law				
Supervision				
Accounting				
Business Math				
Interpersonal Relationships				
Communications: Verbal				
Written				
Listening				

Please identify any additional or specific areas of study that you would be interested in that may have been omitted in Question 13.

_____

_____

_____

OPTIONAL:

Your specific job title is _____

The department in which you work is _____

COMMENTS:

APPENDIX C

DIRECTIONS: Please place an "X" in the space preceding the response of your choice.

1. Do you feel that there is a need for a sequential offering of secretarial skills courses for secretarial, clerical personnel employed in your firm?
   ( ) Yes
   ( ) No

2. Do you feel that it would be convenient for your firm to host secretarial skills course offerings providing there is sufficient demand for a particular course?
   ( ) Yes
   ( ) No

3. Do you feel that your firm would be willing to provide instructional facilities for secretarial skills course offerings?
   ( ) Yes
   ( ) No

4. Does your firm retain in its employ a person who is responsible for providing ancillary secretarial training?
   ( ) Yes
   ( ) No

5. If your firm provides ancillary training for their secretarial, clerical personnel, is it provided by
   ( ) Factory representatives, etc.
   ( ) Company sponsored training sessions
   ( ) Ancillary training is not provided
   ( ) Other_____

6. Does your firm have an employment policy whereby office employees receive reimbursement for tuition for successfully completing a course of study relating directly to their employment?
   ( ) Yes
   ( ) No

7. Do your feel that the implementation of such a policy would assist in the development of more competent secretarial, clerical employees?
   ( ) Yes
   ( ) No

8. Does your firm have an employment policy whereby office employees can advance in salary by completing training related to their job that would qualify them for another job position?
   ( ) Yes
   ( ) No

9. OPTIONAL--Your title_____

10. OPTIONAL--Firm name _____

11. From the following list of secretarial, clerical occupations related areas of study, indicate those areas that you consider to be of the greatest need for secretarial, clerical employees in your firm by placing an "X" in the box after the area of study that best describes the level of competency you feel is desired. If you feel that an area of study is not needed, place an "X" in the column entitled "None". (See Example given)

AREA OF STUDY	LEVEL OF COMPETENCY			
	None	Introductory	Some Skill	Mastery Level
EXAMPLE: Math (adding 2+2)				X
Typewriting: Introduction to Typewriting				
Intermediate Typewriting				
Typewriting III				
Executive Typewriting				
Statistical Typing				
Proofreading				
Typing from rough draft				
Numerical typing				
Shorthand: Shorthand I				
Shorthand II				
Shorthand Speed Development				
Transcription Skills				
Machine Shorthand				
Dictation				
Duplicating Techniques				
Machine Calculations				
Records Management/Filing				
Office Procedures & Practices				
Word Processing: Practices & Procedures				
Equipment				
Trends of				
Certified Professional Secretary training/review				
Business Law				
Supervision				
Accounting				
Business Math				
Interpersonal Relationships				
Communications: Verbal				
Written				
Listening				

Please identify any additional or specific areas of study or training that you feel would benefit the secretarial, clerical employees in your firm. (Please use the back side of this page)

COMMENTS: (Please use the back side of this page)

APPENDIX D

FIRMS DISTRIBUTING EMPLOYEE QUESTIONNAIRES

Firm	City	Number of Questionnaires
AMF Paragon	Two Rivers	10
Mirro Aluminum Company	Manitowoc	10
Hamilton Manufacturing	Manitowoc	15
Manitowoc Company, Inc.	Manitowoc	12
Kelvinator Commercial Products, Inc.	Manitowoc	8
Aluminum Specialty Company	Manitowoc	8
Manitowoc Savings Bank	Manitowoc	5
Holy Family Hospital	Manitowoc	10
First National Bank	Manitowoc	5
Bemis Manufacturing Co.	Sheboygan Falls	10
The Kohler Company	Kohler	15
Citizens Bank of Sheboygan	Sheboygan	3
Donahue & Associates	Sheboygan	6
Memorial Hospital	Sheboygan	6
Vollrath Company	Sheboygan	7
Security First Bank	Sheboygan	6
Hayssen Manufacturing	Sheboygan	6
Kohler General	Sheboygan Falls	8
Total		150

APPENDIX E

SUPERVISORY PERSONNEL CONTACTED

By Visitation

AMF Paragon	Two Rivers
Mirro Aluminum Company	Manitowoc
Hamilton Manufacturing	Two Rivers
Manitowoc Company Incorporated	Manitowoc
Kelvinator Commercial Products Company	Manitowoc
Aluminum Specialty	Manitowoc
Manitowoc Savings Bank	Manitowoc
Holy Family Hospital	Manitowoc
First National Bank	Manitowoc
Bemis Manufacturing Company	Sheboygan Falls
Kohler Company	Kohler
Citizens Bank of Sheboygan	Sheboygan
Donahue & Associates	Sheboygan
Memorial Hospital	Sheboygan
Vollrath Company	Sheboygan
Security First Bank	Sheboygan
Hayssen Manufacturing	Sheboygan
Kohler General	Sheboygan Falls

By Mailing

Northern Laboratories	Manitowoc
Lapcor Plastics Incorporated	Manitowoc
Lakeside Packing Company	Manitowoc
Lake to Lake Dairy Co-Op	Manitowoc
Weyerhauser Company	Manitowoc
Imperial Eastman Corporation	Manitowoc
Invincible Metal Furniture Company	Manitowoc
Family Heritage Nursing Home	Manitowoc
Dick Bros. Bakery	Manitowoc
Burger Boat Compnay, Inc.	Manitowoc
Anheuser-Busch Company	Manitowoc
Wisconsin Fuel & Light Company	Manitowoc
Watercare Corporation	Manitowoc
Ametek-Plymouth Plastics	Sheboygan
Alumaroll Specialty Company	Sheboygan
Aluminum Refining Corporation	Sheboygan
Armour Leather Company	Sheboygan
Borden Inc. Chemical Division	Sheboygan
Eclipse Manufacturing Company	Sheboygan
G. Curt Joa, Incorporated	Sheboygan Falls
Meadow View Manor Nursing Home	Sheboygan
Paper Box & Specialty Company	Sheboygan
H. C. Prnage Company	Sheboygan
Plastics Engineering Company	Sheboygan
C. Reiss Coal Company	Sheboygan
St. Nicholas Hospital	Sheboygan
Sheboygan Carton Company	Sheboygan

Sheboygan Sausage Company	Sheboygan
Thielman Sausage Company Incorporated	Sheboygan
Wisconsin Metal Finishing Company Inc.	Sheboygan
Jung Shoe Compnay	Sheboygan
David Douglas Company	Sheboygan

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